

**FORMAT GUIDE FOR ACADEMIC PAPERS,  
THESES, DOCTORAL PROJECTS,  
AND DISSERTATIONS**



INTERNATIONAL GRADUATE SCHOOL OF LEADERSHIP  
Quezon City, Philippines  
May 2013



## PREFACE

This publication provides guidance for student papers, theses, and dissertations at International Graduate School of Leadership (IGSL). This version supersedes previous editions. It conforms to Turabian's 7th edition requirements except where the Office of Academic Affairs has chosen to replace them with something more helpful in the IGSL environment.

Part I gives information on how to format course papers and, therefore, applies to all students. Part II covers more advanced formatting that applies primarily to students submitting theses and dissertations. However, some of the techniques in Part II are helpful for any student who wants to use more advanced features in course papers.

Students at IGSL are expected to use legal software in writing papers. Consistent with this, the requirements in Part I of this guide are achievable using both LibreOffice\* and Microsoft Word.\*\* Some requirements in Part II may be difficult to achieve using freeware. Page 54 in Part II contains instructions on how to format certain requirements using Microsoft Word.

The Table of Contents and List of Tables for the guide are found in Part II (pages vi and viii). They were placed there as examples for those who must include one in a thesis or dissertation. However, all students should start there when trying to find information quickly as if it had been at the front of the guide, esp. in finding the tables that include abbreviations for books of the Bible, English letters for transliterating Greek and Hebrew, and understanding editorial markings used by instructors.

---

\*This open source product is based on, but replaces, OpenOffice. It is legally available free at LibreOffice.org and can be run either on the more expensive Microsoft Windows operating system, the free Linux operating system, or reasonably priced Linux-based operating systems.

\*\*This is the most common word processor but it is costly for some students to purchase. Students who want to use it should purchase the Student Edition or higher as the Starter Edition may not be able to do some required functions.

The last pages of this guide (the appendix of Part II) provide a checklist to use to help determine whether formatting requirements have been met properly. The more significant items are listed. A photocopy of these pages can easily be made for use in checking each class paper.

The Office of Academic Affairs is indebted to Jeff Miller and Ron Watters for their labor in producing various editions that have been the basis for the current one and to students in past research methods courses who have helped correct previous errors.

While some aspects of scholarship never change, others do. This guide seeks to provide a balance between the two. Where computer and intellectual property issues have evolved and have affected how Christian academic work should be done in the ongoing information age, or where more clarity on certain issues was needed, this guide makes adjustments over previous additions. Where academic standards have not changed for graduate-level and postgraduate-level work, this guide is consistent with those provided in the past. The IGSL Office of Academic Affairs hopes that this edition does a good job at helping you develop quality written work in your transformation as a biblical thinker while making it easier to be a good steward of the time entrusted to you by the Lord as a spiritual leader.

## PART I

### BASIC FORMATTING

**This page shows the format of a title page for course assignments.**

**Students should replace content in brackets [ ] with their own information & delete the brackets**

[PAPER TITLE AND SUB-TITLE:  
IN INVERTED PYRAMID  
STYLE]

The top of the first line is 1 inch below the top of the page. It is no more than 4.5 inches wide. Additional lines are shaped into an inverted pyramid.

Place the student name on the 1st line below 3 inches from the top of the page. List all previous post-high school degrees, followed by the current program, major & emphasis, & current year of study without any superscript text (e.g., 1st year).

[Full Name]  
Mailbox [#]

[Previous Degree, School, Year]

[IGSL Degree Program-Major/Emphasis, current year of study]

[CLASS ASSIGNMENT TYPE]

Place the assignment type on the 1st line below 6 inches from the top of the page.

[Instructor's name, degree]  
[CLASS CODE: CLASS NAME]  
International Graduate School of Leadership  
Quezon City, Philippines

Place class, school, and submission date info 7 inches below the top of the page.

The class code is no more than 4.5 inches wide. Use inverted pyramid style if more than one line is needed.

Submitted [Month day, year]

Place the submission date on the bottom of the page just above the 1 inch margin.

This page is intentionally left blank. It is an example of the blank page included in all papers on which students can leave messages for instructors related to the paper & instructors can write their comments after grading it.

The 1st line of paragraph is indented 0.5 inch.

There is a 1 inch margin on all four sides of each page.

## Introduction

This is the official formatting guide for academic papers established by the Office of Academic Affairs (OAA) at the International Graduate School of Leadership (IGSL). The first part covers criteria for all students in all classes unless otherwise allowed or required by an instructor to meet the unique needs of a specific class assignment. The second part covers additional class paper, thesis, dissertation, or project requirements for students in the Master of Theology (ThM) and doctoral programs. Students in MA and MDiv programs must follow the requirements in the first section but may follow the requirements in the second section as part of a commitment to a higher level of personal scholarship.

Where the guide does not address specific formatting issues, students should consult the following materials: the Turabian manual,<sup>1</sup> the SBL handbook,<sup>2</sup> the Chicago manual,<sup>3</sup> and the Vyhmeister book.<sup>4</sup> If disagreement exists among them on any issue, the order of highest authority is the IGSL *Format Guide*, then Turabian, then the SBL handbook, then the Chicago manual, and lastly, Vyhmeister.<sup>5</sup> If these resources do not provide answers to formatting issues,

Separate the body text from the notes with a 2-inch line.

---

<sup>1</sup> Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed., rev. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff (Chicago: University of Chicago Press, 2007).

<sup>2</sup> Patrick H. Alexander *et al.*, eds. *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody, MA: Hendrickson, 1999. This provides excellent examples of citations using religious sources based in part on the *Chicago Manual of Style*.

<sup>3</sup> *The Chicago Manual of Style*. 16th ed. (Chicago: University of Chicago Press, 2010) available online at <http://www.chicagomanualofstyle.org/home.html> though most portions require an annual subscription.

<sup>4</sup> Nancy Jean Vyhmeister, *Quality Research Papers for Students of Religion and Theology: Your Indispensable Guide to Writing* (Grand Rapids: Zondervan, 2001).

<sup>5</sup> The SBL handbook is usually a better source for citing religious material than Vyhmeister's book. However, because Vyhmeister wrote with evangelical publications in mind, chap. 9 is helpful where the type of source needing citation is not clearly discernable in the Turabian manual, the SBL handbook, or the Chicago manual (e.g., commentaries). However, since the order of information presented in Vyhmeister is sometimes different from

Indent footnotes 0.5 inches. Leave 1 blank space between the note number & the text.

1

Place an Arabic numeral page number above the margin at the bottom of the first page. Leave 1 blank line between the text and the page number.



seek clarification from the class instructor, the library research assistant, or OAA.

### *Designing Academic Papers*

A majority of the class assignments at IGSL include written papers of some type. The following section explains the criteria required in formatting them.

**Wrong!** Avoid widow lines by keeping at least two lines of a paragraph at the top of the page, including when following or preceding a heading.

#### Paper Components

The necessary components for a research paper are: (1) a title page; (2) a blank second sheet on which an instructor may write comments and the class grade, and on which you may write brief comments to the instructor; (3) the body of the paper; and, (4) the bibliography or reference list. If included, insert the appendix, abbreviation list, and/or glossary between the body and the bibliography or reference list in this order.

The first main section in the body of the paper is the introduction. It tries to capture the reader's interest and sets the stage for what follows in the body. A research paper, for example, includes the following elements as needed: introductory comments, a statement of the problem, the history of the issue, literature relevant to the discussion, reasons why the issue is important, the thesis statement of current paper, definitions of specific terms used in the paper, delimitations that narrow the study presented in the paper, the procedure used in the paper, and the outline of the study presented in the paper.

The second section in the body of the paper is the main discussion. It includes all information needed to fulfill the class assignment. For example, a research paper includes the

---

that in these other resources, carefully adapt the Vyhmeister material to them based on their order of priority starting with this format guide. Another excellent writing resource is Strunk and Whites' *Elements of Style* (William Strunk, Jr., *Elements of Style*, with Revisions, an Introduction, and a Chapter on Writing by E. B. White, 4th ed. [Boston: Allyn and Bacon, 2000]).

**Wrong!** Replace automated long separator lines with short ones.

data studied, truths based on the data, and implications inferred from, or applications based on, these truths.

The final section in the body of the paper is the conclusion. It contains a summary of what was presented in the paper and a final comment. In a research paper, it will include a restatement of problem and thesis, a summary of findings, and relevant concluding comments.

### Paper Layout & Printing

Use 8.5-by-11 inch, good quality, bond paper. It must have a one-inch (1.0) margin on all four sides.<sup>6</sup> Bind pages together by a single staple at the top left corner, not by means of binders or additional staples at other locations. Use Times New Roman (as in Part 1 of this guide), Palatino (as in Part 2, chapter 2), or Courier New (as in Part 2, chapter 3) font type printed with good quality ink.<sup>7</sup> Use 12-point font size in all parts of the paper except the footnotes, where it can be either 12 or 10 points.<sup>8</sup> Greek, Hebrew, or other foreign language fonts must be consistent for each language throughout the paper and sized to the same height as the English text.<sup>9</sup>

#### *Title Page Layout*

**Wrong!** Avoid orphan lines by keeping at least two lines of a paragraph at the bottom of the page, including when following or preceding a heading.

Pay close attention to the proper layout of the title page.<sup>10</sup> Center all text on it between

---

<sup>6</sup> To achieve this and have a page number placed accurately with the proper blank line above it, set the bottom margin to 1.2 inches with a bottom header area of 1.0 inch.

<sup>7</sup> Pick one font and use it consistently throughout the paper (i.e., title page, body text, page and footnote numbers, etc.). For example, the transliteration characters on p. 25 and the list numbers in chaps. 2 and 3 should be in the same font as in the rest of the body text. (Different fonts and other mistakes are used in this paper for illustration purposes only.) Good quality ink is read easily; so replace the ink source when print gets too light.

<sup>8</sup> More information on footnotes is found later in this guide. “Part II: Advanced Formatting” explains computer techniques needed for some formatting.

<sup>9</sup> See the section “Biblical and Theological Content” later in this guide on using Hebrew and Greek fonts.

<sup>10</sup> See the examples of a class paper title page and a thesis title page before p. 1 in this guide.

left and right margins with the font size and style for all lines the same as in the body of the paper (i.e., do not use font styles or sizes to decorate the title page). Put the title and any accompanying sub-title directly below the top margin (i.e., one inch below the top of the page). Use capital letters for the title and subtitle on multiple single-spaced lines in inverted pyramid style (i.e., each succeeding line shorter than the one above it) if more than one line is needed. Put your information as the paper's author three inches below the top of the paper (two inches below the margin). On separate lines, include your name as it appears in the Registrar's records, mailbox number, previous education, and current program information. State the type of paper in capital letters six inches below the top of the paper (five inches below the margin). Seven inches below the top of the paper (six inches below the margin), list the following class information on single lines: instructor's name and degree, class code and title (in capital letters), name and location of the school. Put the submission date directly above the one inch bottom margin.

### *Body Text Page Layout*

Start page numbers on the first page of body text (i.e., do not number the title page and blank page, or include them in the numbering).<sup>11</sup> Use Arabic numerals and center them between the left and right margins on the line directly above the bottom margin. Place one intervening blank line between the page number and the last line of body text at the bottom of the page. Indent the first line of new paragraphs one-half (0.5) inch from the left margin. Within normal paragraphs, use double-spaced lines set to "justified left," which creates an uneven right margin (i.e., do not justify the right side of the paragraph). Place one blank space between a period and

---

<sup>11</sup> See the example on p. 1. Masters theses and doctoral dissertations and projects have slightly different pagination procedures. See the instructions in Part 2 of this guide for adjustments required for these programs.

the start of the next sentence. Keep at least two lines of text on every page for all paragraphs to avoid widow lines and orphan lines.<sup>12</sup> Avoid leaving too much blank space at the bottom of any but the last page of the conclusion.<sup>13</sup>

### *Headings/Sub-Headings*

Headings are separated from previous text by 2 blank lines & text that follows by 1 blank line.

Do not use headings in short papers; instead, when necessary, separate distinct sections of thought with two intervening blank lines. In longer papers, use as few headings as necessary to help the reader follow the paper outline since too many headings waste space in papers less than about 10-15 pages. Put two intervening blank, single lines between headings<sup>14</sup> and any text preceding them on the same page, and one intervening blank line between headings and text that follows. Keep headings together with the first two lines of text that follows (i.e., do not put headings on one page and start text connected with them on the next page). Use single-spacing for headings requiring two or more lines. Avoid using two headings together without some body text intervening between them. Do not put outline numbers (e.g., I, II, III or A, B, C) in headings. Format the various heading levels differently as follows:<sup>15</sup>

*First-Level Headings: Shaped as  
an Inverted Pyramid*

**Wrong!** Keep headings on the same page as the text that follows them.

---

<sup>12</sup> Page 2 has examples of a widow line (a single line of a paragraph at the top of a page) and an orphan line (a single line of a paragraph at the bottom of a page).

<sup>13</sup> Set the word processor to avoid orphan and widow lines. In Microsoft Word 2003, this is an option in the “Line and Page Breaks” tab of the Format|Paragraph menu.

<sup>14</sup> Some format guides also refer to headings as sub-headings or subheads (Turabian, *Manual for Writers*, 397).

<sup>15</sup> Notice the pattern on this and the next page: only first and second level headings are centered on the page; levels three, four, and five are flush left. Odd-numbered levels use the same bold, italics or underlined style. Even-numbered levels do not use the odd-numbered style.

Center first-level headings between left and right margins on the page. They may be styled as italic, bold, or underlined text; however, only one of these styles is used at a time (i.e., do not combine styles—such as bold-italics). Divide first-level headings into multiple single-spaced lines shaped like an inverted pyramid so no line is wider than 4.5 inches.

## Second-Level Headings: Shaped as an Inverted Pyramid

Also center second-level headings between left and right margins on the page; but, do not italicized, bold, or underlined like first-level headings. Divide second-level headings into multiple single-spaced lines shaped like an inverted pyramid so no line is wider than 4.5 inches.

## *Third-Level Headings: Shaped as an Inverted Pyramid*

Third-level headings follow the same style selected for first-level headings (i.e., if italics was selected as the first level style, it is used as the third level style). However, unlike first and second-level headings, third-level headings are flush left. Divide third-level headings into multiple single-spaced lines so no line is wider than 3.25 inches.

## Fourth-Level Headings: Shaped as an Inverted Pyramid

**Wrong!** To distinguish a fifth-level heading from a normal paragraph, make sure that there are two blank spaces before it, it is flush left, and it starts with an italicized title.

Fourth level headings are also flush left instead of centered and are not italicized, bold, or underlined text like first and third-level headings. Divide fourth-level headings into multiple single-spaced lines so no line is wider than 3.25 inches are into multiple lines.

*Fifth-Level Headings.* Only fifth-level headings are on the same line as body text. They are flush left; follow the same italicized, bold, or underlined style as first and third-level headings; and end with a period followed by one blank space before the first word of body text.

## *Maintaining Academic Integrity in Writing*

Academic work often requires use of material prepared by others. However, good scholars maintain intellectual integrity when using material originally produced by someone else. Moreover, intellectual integrity is a core aspect of godly character for Christian scholars since both the Old Testament and the New Testament condemn stealing (Ex 20:15; Eph 4:28). Therefore, it is important to know how to borrow properly the intellectual property of others and avoid experiencing academic discipline by class instructors, OAA, or other leaders within IGSL.<sup>16</sup> No one within the school is excused for ignorance of the following guidelines since teaching faculty members and all types of students, including special students, are required to be acquainted with this guide and the penalties for violations of academic integrity explained in the school's *Student Handbook*.

### Plagiarism Defined and Its Various Types Identified

**Wrong!** Do not put list numbers at the end of lines. Keep numbers together with text that follows them.

“Plagiarism”—defined as “the appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one’s original work”<sup>17</sup>—violates intellectual integrity in academic work. This definition shows it occurs whenever one person uses *anything* that originates with another person without properly identifying the borrowed material and the person who did the original work. For example, the definition of plagiarism used from Webster would have been plagiarized if it had been used in this guide without putting *both* (1) quotation marks around the exact words copied from the dictionary, and (2) citing in a related

---

<sup>16</sup> Academic ethics and dealing with violations is explained in the section “Office of Academic Affairs (OAA) in the school’s *Student Handbook*.

<sup>17</sup> *Websters’ New Universal Unabridged Dictionary* (1989), s.v. “plagiarism.”

footnote the dictionary location from which it was borrowed. It does not matter whether failure to identify the original material and person was unintentional <sup>18</sup> or intentional. Any failure of proper identification is plagiarism no matter how insignificant or because of the most honest mistake. Each author is fully responsible for the content of his or her written product, including identifying what has been borrowed from others in producing it.

There are various types of plagiarism. The first type occurs when wording that shows “originality of thought or expression”<sup>19</sup> done by another person, even when cited properly, is borrowed *word-for-word either as longer material or as shorter “apt phrases”*<sup>20</sup> *without proper quotation marks so the reader has no way of knowing the exact words are those of someone else.* For example, the quoted words “originality of thought or expression” in the previous sentence needed both to be put in quotation marks and cited because they are significant ones borrowed directly from that text even though only a few words were used.<sup>21</sup>

A second type of plagiarism involves the same types of word-for-word and “apt phrase” borrowing explained above. However, this type *includes proper quotation marks but does not have proper citation.* The quotation marks show that exact words are used, but the missing citation does not show that the words are originally those of someone else. In addition, readers have no way to study the context and other relevant comments of the original author of the

---

<sup>18</sup> Turabian calls “inadvertent plagiarism” (Turabian, *Manual for Writers*, 42).

<sup>19</sup> Turabian, *Manual for Writers*, 78.

<sup>20</sup> These are words or short phrases copied word-for-word because they cannot be summarized any better (Georgetown University Honor Council, “What is plagiarism?” [Washington, D.C.: Georgetown University, 1999], [http:// www.georgetown.edu/honor/plagiarism.html](http://www.georgetown.edu/honor/plagiarism.html) [accessed 8 July 2004]).

<sup>21</sup> Turabian points out that words and phrases insignificant to the original thought or expression do not need to be quoted or cited. However, when in doubt whether something is significant or not, it is better to quote and cite than to be accused of plagiarism (Turabian, *Manual for Writers*, 77-78).

quoted material. For example, Turabian goes on to say, “*Always unambiguously identify words and ideas from a source so that weeks or months later you cannot possibly mistake them for your own.*” This sentence is plagiarized because, even though it is in quotation marks, its original location is not cited.<sup>22</sup>

A third type occurs by *using the ideas, thoughts, or concepts of others in paraphrased or summarized form without proper citation*. Even though exact words are not used (and therefore do not need quotation marks around them), citation is necessary to show where the original location of the idea or thought because it is not original to the person writing the paper. That is, *do not* say something so similar to what someone else has said that others will be able to see that it is not your own work. The previous sentence is an example of this type of plagiarizing. Turabian’s comment, “*Never paraphrase a source so closely that a reader can match the phrasing and sense of your words with those in your source.*”<sup>23</sup> Instead of just rewording someone else’s sentence, it is better to explain the other person’s thought or ideas in a different way, but remember to cite the location of the original idea, thought, or concept.

Another type of plagiarism is “Mosaic”<sup>24</sup> borrowing. This happens by combining various sources of borrowed material together without either quotation marks or proper citation provided for each individual part. For example, the following paragraph borrows word-for-word and paraphrased items (The location of the borrowed material is indicated in brackets [] to help identify it in the example. Do not use brackets to cite material in papers.):

---

<sup>22</sup> Immediately after the closing quotation mark, the location of the sentence should have been footnoted as: Turabian, *Manual for Writers*, 42.

<sup>23</sup> Turabian, *Manual for Writers*, 42. (Note: this footnote is not an “Ibid.” because the previous note was an explanatory note, not a citation even though the text and the page numbers are the same in both of them.)

<sup>24</sup> “What is plagiarism?”



Readers will think that you cross the line from fair paraphrase to plagiarism if they match your words and phrasing with those of your source [quoted exactly from Turabian p. 78 but without quotation marks]. So, cite a source for an idea that is not your own whenever an informed reader might think that you're implying that it is your own [quoted exactly from Turabian p. 79, except for the word "So"] because plagiarism is based on what others perceive not on your intentions [borrowed almost word-for-word from Turabian p. 79 but with some reordering, additions of words, and minor changes of words].

In the previous paragraph, each borrowed part should have been cited from the source, and any words copied exactly should have been placed in quotation marks. Furthermore, it involved "stringing." Stringing occurs when papers, or sections of papers, are composed primarily of, or entirely of, borrowed material—one section of borrowed material following another back-to-back with little or no intervening original material, whether with or without proper quotation marks and citation. Though stringing itself is not a type of plagiarism when all quotation marks and citation is provided, it is poor scholarship and should not be done because it does not show personal academic ability. Rather, it only shows ability to recognize the value of information stated by others and the typing or computer skills needed to copy such material. To avoid stringing, use as little material as necessary from outside sources and depend on as much as possible on personal insights. When it is necessary to use a lot of information from outside material because of unfamiliarity with a topic, summarize and paraphrase source information more often than using direct quotations of it. Reserve quotations for situations where the original wording is so significant that summarizing or paraphrasing it dramatically lessens its value.

In summary, plagiarism violates intellectual integrity either by: (1) *improper quotation* when words are copied through exact retyping or using electronic "cutting and pasting" without

putting any of the copied material in quotation marks; and, (2) *improper citation* when there is failure to identify accurately specific material used from other sources, whether material is borrowed word-for-word, summarized, or paraphrased in any way.

### *Why People Plagiarize*

Plagiarism can occur unintentionally or intentionally. *Unintentional plagiarism* happens when people are unaware of how to borrow intellectual material from others and honor them for such use. Either they have never been taught that such use is wrong without proper acknowledgement or they do not know the various types of plagiarism and how to avoid them, or both.

*Intentional plagiarism* happens for several reasons. First, some people lack confidence in their own abilities. They may not be very knowledgeable on a topic and do not think their own ideas are as valuable as those of others; or, they may not write very well. In their insecurity and desire to receive a good grade, they use the words and ideas of others but do not show what and/or how much they have borrowed. Second, some see plagiarism as a faster way to get an assignment done because they do not have the time needed to finish it properly, often because of poor personal time management in doing homework. Third, others do not like doing the hard work necessary to provide quotation marks and proper citation; they want an easy way to get a good grade. Finally, some people either think it is a minor sin or they do not care about committing a big sin.

### *Why Plagiarism Is Wrong*

People who plagiarize ultimately hurt themselves. Overuse of borrowed material keeps them from developing or improving thinking and writing skills that result from learning to

communicate their own thoughts. It also impedes their learning to analyze the thoughts of others through summarizing borrowed material instead of quoting it.

In addition, plagiarism is an aspect of pride. First, it does not truly give honor to the original author of the borrowed material when it either does not show others the exact words of the author and/or does not let them know the identity of the author and the source used for further study of the quoted material. Second, it does not show those reading the plagiarized paper that even good scholars need to learn from others:

Keep paragraphs flush left after a block quote when they continue the thought in the paragraph before it.

By failing to acknowledge the people who have influenced our thinking and the limitations of our own wisdom, we miss the opportunity to teach through authenticity. By our unwillingness to publicly recognize others' influence in our lives, we unwittingly short circuit their impact on the lives of those within our ministry.<sup>25</sup>

Most importantly, it is sinful in three ways: (1) It is a form of deception that hides a person's true ability; (2) It does not give credit and honor to the person with the original ideas or words; and (3) It is illegal when it violates copyright laws. All who sin will eventually be held accountable.

### How to Avoid Plagiarism

Since both intentional plagiarism and unintentional plagiarism are academic violations, all IGSL students are to avoid them by following two simple steps.<sup>26</sup>

#### *Proper Quotation*

The first step is to identify quoted material properly by always putting quotation marks around *anything* copied directly from *any* source whether it is a borrowed apt word or phrase,

---

<sup>25</sup> Mike Woodruff and Steve Moore, "An Honest Sermon," *Leadership* (Winter 2003): 34.

<sup>26</sup> The following material is adapted from OWL Online Writing Lab "Avoiding Plagiarism," Purdue University, [http://owl.english.purdue.edu/handouts/print/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html) (accessed 8 July 2004). For additional information, see Turabian, *Manual for Writers*, pars. 4.4.2-3, 7.9, 25.1-25.3.2; and Vyhmeister, *Quality Research Papers*, 45-46.

sentence or group of sentences, paragraph or group of paragraphs using two methods: in-sentence quotation and block quotation.

### The In-Sentence Quotation Method

When putting quotations in double-spaced body text sentences, enclose them in double quotation marks (“like this”) and change double quotation marks already contained in direct quotations to single quotation marks (‘like this’) to distinguish them from the double quotation marks that surround the direct quotation being used in the paper.<sup>27</sup>

Changing a few words by using their synonyms, and/or adjusting the order of various words, is still plagiarism if quotation marks are not used around the actual quoted words because that content is still used word-for-word from the original source. Moreover, it is poor style to make such superficial adjustments rather than doing proper, full quotation or converting the material to a personal paraphrase or summary. Either quote all borrowed material, or summarize or paraphrase all (or most) of it with quotation marks around a few borrowed apt words or phrases included within the summary or paraphrase.

### The Block Style Quotation Method

For any quote of five or more lines, or to emphasize shorter text or set shorter text apart for stylistic reasons, make a block quotation by placing the entire quotation in a single-spaced section indented 0.5 inch from the left margin.<sup>28</sup> If the original text begins a paragraph and has an indented first line, the first line of the block quotation is also indented an additional 0.5 inch.

---

<sup>27</sup> IGSL follows the style of putting double quotation marks around a quotation and single quotation marks within a quotation (“ ‘ ’ ”). Follow this method even if you are from countries that use the reverse order.

<sup>28</sup> Turabian, *Manual for Writers*, sec. 25.2.2

Unlike in other quotations, do not place quotation marks around block quotations because the single-spaced, indented style already identifies it as a quotation.<sup>29</sup>

Place note numbers after related information and punctuation in the body text.

### *Proper Citation*

The second step in avoiding plagiarism is always to cite sources of borrowed material, whether quoted, adapted, paraphrased, or summarized. This requires “giving proper credit for help received;”<sup>30</sup> or, to look at it another way, giving honor to whom honor is due (Rom 13:7) for helping provide the content used in doing the paper. Such material may be ideas or it may be specific words, diagrams, charts, illustrations, pictures, etc. It may come from any medium such as magazines, books, newspapers, songs, TV programs, movies, web pages, computer programs, advertisements; or, it may come from conversations, interviews, correspondence, etc. with someone else. Citing is not necessary when explaining personal experiences, observations, insights, thoughts, or conclusions; or, when information is recognized “common knowledge” based on generally accepted information or well-known facts.<sup>31</sup>

Two basic styles are used to cite material: bibliographic style and parenthetical style. Bibliographic style has two basic forms: footnote form and endnote form. Only one style (and one form for bibliographic style) is used in a single paper, with the exception that all biblical

---

<sup>29</sup> See the example on page 12 in this guide. Be sure to use the same font (both points and the style) in block quotations as in the rest of the body text of the paper.

<sup>30</sup> “What is plagiarism?”

<sup>31</sup> Common knowledge, as context sensitive information, is not always the same for everyone. Thus, a knowledgeable person in any field does not need to cite recognized theories and facts within that field, but an amateur writing to other amateurs about the theories or facts within that field needs to cite an authoritative source for that knowledge. For example, it is common knowledge to Filipinos and foreigners who have lived in the Philippines that Filipino is that country’s national language; but, this is not a common knowledge to most people in the world. Therefore, a Filipino or foreigner with such knowledge does not need to cite when stating this fact, but someone without direct knowledge of it needs to cite an authoritative source when stating this fact.

references are put in parentheses even in footnote or endnote form bibliographic style papers. The bibliographic-style-footnote-form is required for all IGSL MA and MDiv classes unless otherwise indicated by a particular instructor. Master of Theology and doctoral students use the style and form required within their department of study.<sup>32</sup>

### Bibliography Style-Footer Form

Footnote form citation involves four elements: (1) a separator line between the body text and the note area, (2) the note number after body text,<sup>33</sup> (3) the same note number before its explanation at the bottom of the page, and (4) note content after the note number at the bottom of the page. For the separator line at the bottom of any page containing a footnote, place a two (2.0) inch, flush left, straight line followed by a blank line between the body text and the first note. Number notes consecutively using superscript Arabic numerals in both the body text and the note area. Use single-spaced lines for note content and indent the first line of the note one-half (0.5) inch from the left margin. If more than one note exists on the same page, use one blank line to separate the bottom line of each note from the first line of next one. A note explanation must begin on the same page as its note number in the body text (check carefully to make sure footnote citations occur on the same page as the footnote number in the main text). If an explanation is longer than two lines, at least the first two lines must appear in the explanation section at the bottom of the page containing the note number in the body text (i.e., there should

---

<sup>32</sup> Bibliographic style footnote form is required in the Departments of Biblical Studies and Theological Studies; parenthetical style is required in the Departments of Intercultural Studies and Leadership Studies.

<sup>33</sup> Place footnote numbers at the end of sentences. However, place them at the end of a significant word or phrase when cited material proceeds personal original thoughts or when placing them at the end of the sentence would be confusing (e.g., the number for this footnote is not placed after the sentence because it clarifies only information just before the note number in the body text, not other aspects explained after it).

not be a widow line in the footnote on the page where it begins); the rest of the explanation may continue in the note section at the bottom of the following page.<sup>34</sup>

There are two types of note explanations. Reference notes cite the source of borrowed material.<sup>35</sup> Explanatory or substantive notes provide secondary content to that explained in the body text.<sup>36</sup> They may indicate cross-references, provide additional information related to the body text but not critical to the main discussion, or make acknowledgements. Notes can also combine references and explanatory/substantive content.<sup>37</sup>

When using a source for the first time in a reference note, give full citation for the type of source cited.<sup>38</sup> Use the shortened-form for subsequent references to the same source already cited in full.<sup>39</sup> Use “Ibid.” for a source immediately following a full or shortened reference on the same page (i.e., it cannot be the top footnote on a page).<sup>40</sup> Only include page numbers with “Ibid.” if the cited source is the same as the preceding note but the page numbers are different from it.<sup>41</sup>

---

<sup>34</sup> For example, see footnote #5 on pp. 1-2; but link both pages with a continuous sentence rather than starting the first line of the second page with a new sentence.

<sup>35</sup> For an example, see footnote #40 on this page.

<sup>36</sup> For examples, see footnotes #32 and 33 on the previous page and #38 on this page.

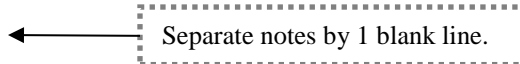
<sup>37</sup> For examples, see footnote #23 on the p. 9 and #54 on page 22.

<sup>38</sup> Footnotes #1-#4 on p. 1 are examples of full citation. See Turabian, *Manual for Writers*, chaps. 16-17 for examples of content related to various types of material. Section 16.1 shows the basic template patterns for bibliographic style citations; when citing electronic media in this style, pay special attention to the patterns in secs. 17.1.10, 17.2.7, 17.5.8-9, 17.7, 17.8.6, and 17.9.13. Footnotes #20 and #26 contain examples of online content.

<sup>39</sup> Footnote #40 on this page is an example of a subsequent reference for the text fully cited in footnote #1.

<sup>40</sup> Turabian, *Manual for Writers*, 155, 157.

<sup>41</sup> For an example, see footnote #52 on p. 21, which repeats the source in footnote #51. Footnote #54 on p. 22 shows how to include *ibid.* when the same source is used more than once in the same footnote.



## Bibliography Style-Endnote Form

Number endnotes following the same style used in footnotes. However, instead of placing them below a separator line at the bottom of each page on which the note number is found, place them together at the end of the body text before other sections (such as the bibliography) in a separate section with the heading “Notes” (without the quotation marks). The heading is just below the top margin (1.0 inches below the top of the page). There is no separator line; instead, notes are listed consecutively from first to last based on their numbers in the body text. Separate each note from the next with one blank line and indent the first line of each noted 0.5 inches.

## Parenthetical Style

This form of citation replaces reference notes content in bibliography style papers. It does not replace the use of other kinds of content in footnotes or endnotes. To use the parenthetical reference style, place the required information in parenthesis within the body text (Turabian 2007, 216-17).<sup>42</sup>

## The Bibliography or Reference List

In bibliographic style papers, the bibliography provides a full documentation list of all sources cited in the paper; in parenthetical style papers, the reference list provides full documentation of sources cited in all parenthetical references. In the bibliography or reference list, only use sources cited in the paper, not other material studied. Center the heading

---

<sup>42</sup> See Turabian, *Manual for Writers*, chaps. 18-19 for examples of content related to various types of material. Section 18.1 shows the basic templates for parenthetical style citations; when citing electronic media in this style, pay special attention to the patterns in secs. 19.1.10, 19.2.8, 19.5.8-9, 19.7, 19.8.6, and 19.9.13. The parenthetical reference just before footnote #42 in the body text above is an example of this citation style. Of course, this is only placed in the body text in this format guide as an example of this style of citation. Do not mix two styles except to cite biblical references when using the bibliographic style.



“Bibliography” or “Reference List” (without the quotation marks) below the top margin. List sources alphabetically in single-spaced text indented one-half (0.5) inch from the left margin with the first line of each text outdented flush with it. Place one blank line between each source. When the name of two or more sources are the same, a 3-em dash (6 consecutive hyphens) followed by a period replaces the name of the source in all listings of that name that immediately follow the first one; however, any change in name content (e.g., the addition of a middle initial or co-author) represents an entirely new name and 3-em dash cannot be used for that entry.<sup>43</sup>

### *Avoiding Common Errors on Papers*

Being familiar with how to avoid common errors made in a paper saves time in editing. The following section provides help in avoiding common mistakes found in IGSL papers.

#### Grammar and Punctuation

Many grammar and punctuation problems, like those listed below, are solved by turning on a word processor’s grammar and spelling checker.<sup>44</sup> For additional help, contact the IGSL Student Services Department English assistants.

- A. Avoid being overly wordy or trying to sound intellectual. Get to the point as succinctly and briefly as possible.
- B. Use gender-neutral language unless gender specific terms are required in the context or theological position (i.e., use “humanity” or “humankind” instead of “mankind”).

---

<sup>43</sup> For additional information on formatting and content, see Turabian, *Manual for Writers*, sec. 16.2 for bibliographies, sec. 18.2 for reference lists, and pp. 148-49, 304 for 3-em dashes. See the example after “Watters, Ronald E.” in the bibliography for an example of an entry with a 3-em dash.

<sup>44</sup> In Microsoft Word 2003, this is done by opening the “Tools|Options” menu, clicking on the “Spelling & Grammar” tab. In the “Grammar” settings area, select “Grammar & Style” options and make sure all items are checked. In later versions, it is under the “Review” tab.

- C. Avoid fragments by having a distinguishable subject and main verb in each sentence.
- D. Maintain number agreement between the subject and verb (i.e., single subjects with single verbs, and plural subjects with plural verbs).
- E. Maintain the same verb tense when speaking about individuals in your text. Refer to comments or quotes made by deceased people in the past tense and living individuals in the present tense. Refer to biblical material in the present tense since God is still speaking today through words written in the past.
- F. Avoid using “in other words.” Edit your first comment to explain clearly what you mean.
- G. Put foreign words in italics without also using quotation marks (e.g., *imago Dei*, not “*imago Dei*” or “*imago Dei*”).
- H. In lists and in the names of books in the Bible, keep numbers together with the following word or abbreviation.<sup>45</sup>

### Quotations

- A. Quote accurately—including spelling, punctuation, capitalization, and stylization of words (e.g., put words in italics that the original author styled in that form). Do not correct spelling, capitalization, or grammar mistakes in quotations; instead, put [sic] in bracket behind errors to show they exist in the original text.<sup>46</sup> To emphasize a word or words within a quotation, put them in italics and include in brackets [*italics mine*] or [emphasis added] to let the reader know the italicized portion(s) were not in the original text.

---

<sup>45</sup> For example, “(1)” on p. 7 should have been placed at the beginning of the line below it. If Rom 13:7 on p. 13 had been 1 Pt 2:17, the “1” and “Pt” must be kept together. To keep numbers and text together, insert a nonbreaking space between them (in Microsoft Word do this by pressing shift+ctrl+space).

<sup>46</sup> If a quotation contains several errors, put one [sic] at the end of it rather than repeating [sic] more than once within it. For examples, see the S. Hacker citation in footnote #66 and its bibliography reference.

- B. Never use ellipsis (“ . . .”) to begin a quotation. Do not use it to end a quotation except to show that the author’s words were fading out (which only occurs in dialogue).
- C. Provide note numbers at the end of all quotations and provide the citation for the quoted material in the footnote.

### Footnotes and the Bibliography or Reference List

- A. Footnote numbers immediately follow the cited material in body text (i.e., there is no blank space before the number). However, in the footnote, there is a blank space between footnote numbers and words in footnote.
- B. Make sure footnotes at the bottom of each page are on the same page as the footnote number in the body text.<sup>47</sup>
- C. Use author, editor, title, and series information from the title and series page(s), not the binding cover.
- D. Correctly identify the familiar name (Western first name) and family name (Western last name) of the author(s) or editor(s). State the name(s) in regular order in footnotes; however, in the bibliography or reference list (which use alphabetical order), put the name of the first author or editor in reverse order (i.e., family name followed by familiar name).
- E. Put quotation marks around the titles of component parts in a larger work (e.g., chapters from a book and journal articles) and italicize or underline book titles and journal names.<sup>48</sup>

---

<sup>47</sup> Improper formatting would occur if footnote #48 below was, instead, the first footnote on the next page when its reference is in the body text above on this page (e.g., see footnote #58 where the reference in the body text is on p. 23 but the footnote is on p. 24).

<sup>48</sup> Pick one book title style (either italics or underlining) and use that style consistently throughout the paper and in the bibliography.

- F. Capitalize words in titles based on the citation style used for the paper. Bibliography style uses headline-style capitalization (except for foreign works) but parenthetical style uses sentence-style capitalization.<sup>49</sup>
- G. Do not include citation information about the preface or foreword written by someone other than the author unless used from that part of a source.
- H. Look for pages that show the book is part of a series; include the series name and editor(s).<sup>50</sup>
- I. Do not include a comma before the parenthesis for publishing information given in footnotes.
- J. Be sure to include all of the publishing information required:
1. Put publishing information in proper order: city, state, and country (when needed): publisher, date.
  2. Include the name of the city, state/province, and country if the country is not easily identifiable from the city and state information<sup>51</sup> (i.e., do not just put the country unless that is the only information available on the title or copyright pages as the place of publication). Use the proper abbreviation for U.S. states or provinces in Canada.<sup>52</sup> State the full name of states or provinces in other countries; however, do not include the state or province where the city is well known (e.g., London, New York, Manila, Delhi).

← Avoid having too much blank space at the bottom of the page (like here). Rewrite paragraphs adding or deleting text so each page has as little blank space as possible above the bottom margin or footnote separator line (like in the other pages in this guide).

---

<sup>49</sup> Turabian, *Manual for Writers*, sec. 22.3.1.

<sup>50</sup> For example, see footnote #63 in this guide where the book cited is “a companion volume” of another work.

<sup>51</sup> Turabian, *Manual for Writers*, 174.

<sup>52</sup> *Ibid.*, sec. 24.3.

Include country names for all cities outside the U.S.A. that are not well known to most people in the world (e.g., Quezon City) but do not abbreviate country names.<sup>53</sup>

3. Do not include the word “Books,” “Press” or “Publisher,” etc. with the publisher’s name except when needed to distinguish it from a similar company or organization (e.g., include it when referring to Oxford Press, as distinct from Oxford University or InterVarsity Press as distinct from InterVarsity’s campus outreach).
4. Indicate proper publication dates but be sure to use edition dates, not reprint dates, based on information on the title page or copyright page.
5. If publication information is unknown, use “n.p.” (no place) for the location. If the publisher is also unknown, use “n.p.” (no publisher) for it. Use “n.d.” in place of the date if it is unknown. Thus, a work with no place, publisher, or date would be cited as “N.p.: N.p., n.d.”

K. For journals, include volume and issue numbers and dates.

L. Put one blank space between footnote entries on pages where there is more than one footnote.

M. “Ibid.” is an abbreviation; so, it always requires a period. Only capitalize it if it is the first word in a sentence. Follow the period with a comma whenever it is used with page numbers.

N. If information in one source has borrowed information from another source, indicate both sources.<sup>54</sup>

---

<sup>53</sup> Grand Rapids is a well-known city among evangelicals as many of its publishers are located there; therefore, the state abbreviation (MI) does not need to be included when writing for evangelical scholars. The country name for U.S. locations is not required because books are considered published in the U.S. unless otherwise indicated.

<sup>54</sup> Turabian, *Manual for Writers*, secs. 17.10, 19.10. When quoting text with footnotes in them, only include the superscript footnote numbers from the original text when the original footnote is also part of the quoted text (ibid., 354 “NOTES”; and the example on p. 50 of this guide).

- O. For class notes, citing following this format: instructor's name, "note title" (note type, school name in full, location, and school term).<sup>55</sup>
- P. Follow the differences between footnote citations and bibliography or reference list entries:
1. Indent the first line of footnotes but outdent the first line of bibliography entries.
  2. In footnotes or parenthetical references for sources with more than three authors, list only the first author followed by *et al.* (meaning "and others") with a period; but, list all authors in the bibliography or reference list.
  3. In bibliographies, do not place parentheses around publishing information.
  4. Include page numbers in footnotes, but not in the bibliography or reference list except where required for certain types of sources.<sup>56</sup>
  5. Christian books with "Dictionary" in the title can be misleading since many are really encyclopedias with authored articles. Cite them like note #3 under "For reference works that are less well known" in Turabian 17.5.3 but include the name of the book's editor.
- Q. Put a period at the end of all footnote citations and bibliography or reference list entries.

### Biblical and Theological Content

- A. Use parenthetical referencing in the body text for biblical citations even if the rest of the document uses footnote or endnote pattern citation.<sup>57</sup> Abbreviate "Old Testament" as "OT" and "New Testament" as "NT." Abbreviate Bible books as in table 1 without periods.<sup>58</sup>

---

<sup>55</sup> Example: Ronald E. Watters, "The Atonement of Christ" (class notes, International Graduate School of Leadership, Quezon City, Philippines, Trimester 1, SY2009-10).

<sup>56</sup> For example, journal articles and chapters in books require identification of all pages of the article or chapter in the bibliography or reference list but only the page(s) of the quotation, paraphrase, or summary in the footnote or parenthetical reference.

<sup>57</sup> For an example in this guide, see the use of Ex 20:15 and Eph 4:28 on p. 7, and Rom 13:7 on page 14.

Table 1: Abbreviations of the Books in the Bible

Book Name	Long Form	Short Form	Book Name	Long Form	Short Form
Genesis	Gen	Gn	Ecclesiastes	Eccl	Eccl
Exodus	Exod	Ex	Song of Solomon	Song	Sg
Leviticus	Lev	Lv	Isaiah	Isa	Is
Numbers	Num	Nm	Jeremiah	Jer	Jer
Deuteronomy	Deut	Dt	Lamentations	Lam	Lam
Joshua	Josh	Jo	Ezekiel	Ezek	Ez
Judges	Judg	Jgs	Daniel	Dan	Dn
Ruth	Ruth	Ru	Hosea	Hos	Hos
1 Samuel	1 Sam	1 Sm	Joel	Joel	Jl
2 Samuel	2 Sam	2 Sm	Amos	Amos	Am
1 Kings	1 Kgs	1 Kgs	Obadiah	Obad	Ob
2 Kings	2 Kgs	2 Kgs	Jonah	Jonah	Jon
1 Chronicles	1 Chr	1 Chr	Micah	Mic	Mi
2 Chronicles	2 Chr	2 Chr	Nahum	Nah	Na
Ezra	Ezra	Ezr	Habakkuk	Hab	Hb
Nehemiah	Neh	Neh	Zephaniah	Zeph	Zep
Esther	Esth	Est	Haggai	Hag	Hg
Job	Job	Jb	Zechariah	Zech	Zec
Psalms	Ps (pl.=Pss)	Ps (pl.=Pss)	Malachi	Mal	Mal
Proverbs	Prov	Prv			
Matthew	Matt	Mt	1 Timothy	1 Tim	1 Tm
Mark	Mark	Mk	2 Timothy	2 Tim	2 Tm
Luke	Luke	Lk	Titus	Titus	Ti
John	John	Jn	Philemon	Phlm	Phlm
Acts	Acts	Acts	Hebrews	Heb	Heb
Romans	Rom	Rom	James	Jas	Jas
1 Corinthians	1 Cor	1 Cor	1 Peter	1 Pet	1 Pt
2 Corinthians	2 Cor	2 Cor	2 Peter	2 Pet	2 Pt
Galatians	Gal	Gal	1 John	1 John	1 Jn
Ephesians	Eph	Eph	2 John	2 John	2 Jn
Philippians	Phil	Phil	3 John	3 John	3 Jn
Colossians	Col	Col	Jude	Jude	Jude
1 Thessalonians	1 Thess	1 Thes	Revelation	Rev	Rv
2 Thessalonians	2 Thess	2 Thes			

<sup>58</sup> The long form is taken from *SBL Handbook*, 73-74; the short form is from Turabian *Manual for Writers*, sec. 24.6. Pick either the long form or the short form and use it consistently in the same paper (i.e., do not mix the forms). Other abbreviations for religious and ancient literature used in academic research are found in Alexander, *SBL Handbook*, chap. 8, which also has an extensive list of abbreviations for scholarly journals. Students in the MA or MDiv programs may also use abbreviations found in the “Journal of the Evangelical Theological Society: Instructions for Contributors,” *Journal of the Evangelical Theological Society* 44, no. 1 (March 2001): 153-77.

- B. Do not put a space between the colon and verse number (“Ps 1:2” not “Ps 1: 2”). Do not use abbreviations when a book of the Bible is the first word in a sentence or when referring to entire books or chapters (e.g., “Genesis is . . . ,” “In Genesis 1, . . .” or “of Genesis 1-3”).
- C. Use a comma to separate verses within a chapter (e.g., Mt 1:1, 13), a dash to link verses in the same chapter or continuous sections in the same book (e.g., Mt 1:13-14; 2:1-4:4), and a semi-colon to separate chapters in the same book and different books from one another (e.g., Mt 1:13-14; 2:1-4:4; Rom 1:1).
- D. In the parenthetical citation accompanying the first quotation of biblical text, put a footnote after the first quotation of biblical texts stating the version used throughout the paper.<sup>59</sup>
- However, when using one main translation but including others, change the note to indicate the main version but draw attention to the use of other texts.<sup>60</sup> Use version abbreviations in Turabian, *Manual for Writers*, sec. 24.6.4 and these other ones often used by evangelicals:

ESV	English Standard Version
GNB	Good News Bible
KJV	King James Version (optional use instead of AV)
NASB	New American Standard Bible
NASU	New American Standard Bible Updated (the 1995 ed.)
NET	New English Translation
NIV	New International Version
NKJV	New King James Version
NLT	New Living Translation
TLB	The Living Bible
MSG	The Message
TNIV	Today's New International Version <sup>61</sup>

---

<sup>59</sup> Example: Biblical quotations in this paper are taken from the *English Standard Version* (ESV).

<sup>60</sup> Example: Unless otherwise indicated, quotations in this paper are from the *English Standard Version* (ESV).

<sup>61</sup> For more abbreviations, see “Modern English Bible Translations” page at [http://en.wikipedia.org/wiki/Modern\\_English\\_Bible\\_translations](http://en.wikipedia.org/wiki/Modern_English_Bible_translations).



E. When referring to verses without including the book and chapter, put a space between v. (or vv.) and the verse(s) being cited (e.g., v. 1 or vv. 1-3).

F. When using Hebrew and Greek fonts, set their font height equal to that of the English text.<sup>62</sup>

Use the Hebrew and Greek transliteration systems found in tables 2 and 3:<sup>63</sup>

Table 2. Hebrew transliteration (read from left to right in all columns)

א	'	ס	s	ֶֿ qāmēṣ	ā
ב / בּ	b; / b	ע	'	ֶֿֿ	ē
ג / גּ	g4 / g	פ / פּ	p4 / p	ֶֿֿֿ	ō
ד / דּ	d; / d	צ	s9	ֶֿֿֿֿ	a
ה	h	ק	q	ֶֿֿֿֿֿ	e
ו	w	ר	r	ֶֿֿֿֿֿֿ	i
ז	Z, z	ש	ś	ֶֿֿֿֿֿֿֿ qāmēṣ ḥāṭûp	o
ח	h9	שׁ	š	ֶֿֿֿֿֿֿֿֿ	u
ט	t9	ת / תּ	t; / t	ֶֿֿֿֿֿֿֿֿֿ	a
י	y	הֶֿֿֿ	â(h)	ֶֿֿֿֿֿֿֿֿֿֿ	e
כ / כּ	k; / k	יֶֿֿֿֿ	ê	ֶֿֿֿֿֿֿֿֿֿֿֿ	e (if vocal)
ל	l	יֶֿֿֿֿֿ	î	ֶֿֿֿֿֿֿֿֿֿֿֿֿ	o
מ	m	וֹ	ô		
נ	n	וּ	û		

<sup>62</sup> This may mean using a font size different from that of the English text. For example, when the English body text is set to 12 points, Greek fonts may look closest to English font height when set to 14 points; and Hebrew fonts set to 14 or 16 points. Free biblical fonts are available on the Society of Biblical Literature website ([www.sbl-site.org](http://www.sbl-site.org)): the SBL Hebrew font or SPTiberian for Hebrew, SPIonic for Greek, and the SPAtlantis font for Hebrew and Greek transliteration. The SBL Hebrew font is available at: [www.sbl-site.org/educational/BiblicalFonts\\_SBLHebrew.aspx](http://www.sbl-site.org/educational/BiblicalFonts_SBLHebrew.aspx); the other fonts are at: [www.sbl-site.org/educational/BiblicalFonts\\_SPLegacyFonts.aspx](http://www.sbl-site.org/educational/BiblicalFonts_SPLegacyFonts.aspx).

<sup>63</sup> Adapted from Colin Brown, ed., *The New International Dictionary of New Testament Theology*, vol. 1: A-F, trans. with additions and revisions, from the German *Theologisches Begriffslexikon zum Neuen Testament*, ed. Lothar Goenen, Erich Beyreuther and Hans Bietenhard, companion volume to *The New International Dictionary of the Christian Church* (Wuppertal, Germany: Theologischer Verlag Rolf Brockhaus, 1967, 1969, 1971; Grand Rapids: Zondervan, 1975), 47.

Table 3. Greek transliteration

A / α / av	A / a / au	N / ν	N / n
B / β	B / b	Ξ / ξ	X / x
Γ / γ /	G / g /	Ο / ο / ov	O / o / ou
γγ / γκ / γξ / γχ	ng / nk / nx / nch	Π / π	P / p
Δ / δ	D / d	Ρ / ρ / ῥ	R / r / rh
E / ε / ev	E / e / eu	Σ / σ / ς	S / s / s
Z / ζ	Z / z	Τ / τ	T / t
H / η	Ē / ē	Υ / υ / υι	Y / y / yi
Θ / θ	Th / th	Φ / φ	Ph / ph
I / ι	I / i	Χ / χ	Ch / ch
K / κ	K / k	Ψ / ψ	Ps / ps
Λ / λ	L / l	Ω / ω	Ō / ō
M / μ	M / m	‘	h

- G. “BC” or “BCE” (without periods) goes after the name of a year that proceeds the year 0 (e.g., 722 BC); “AD” or “CE” goes before the name of a year that follows the year 0 (AD 33).
- H. Capitalize “Bible,” “Scripture,” and “the Scriptures” (referring to the Bible) as proper nouns.
- I. The adjectives; “biblical” and “scriptural” may be capitalized as a writer’s preference.
- J. Capitalize “Church” when referring to a proper noun (e.g., the universal body of believers—the Church), the name of a specific church (e.g., the First Presbyterian Church), or the name of a denomination or branch of Christianity (e.g., the Lutheran Church or the Roman Catholic Church). Do not capitalize it as a common noun (e.g., “He went to church today”).
- K. Cite articles, comments, and helpful resources in study Bibles just like material used from other research sources because they are not part of the divinely-inspired text. For example, many pages in the Scofield edition of the KJV Bible have comments at the bottom of them, the comments separated from the inspired text by a solid line across the page with the comments below the line.<sup>64</sup> In *the Life Application Bible*, almost every page of the divinely-

<sup>64</sup> C. I. Scofield, *The New Scofield Reference Bible* (New York: Oxford University Press, 1969).

inspired text includes a comment—the divinely-inspired text again separated from other text by a solid line across the page—and other pages contain helpful material written by various contributors.<sup>65</sup> It is important to know these distinctions to cite accurately God’s word in proper parenthetical biblical references and publication content in footnotes or parenthesis.

- L. Some confusion exists on how to cite commentaries and other Christian literature using Turabian format. If a commentary does not specifically state on the initial publication pages that it is part of a series, treat it as part of a multivolume work and format according to one of the four options in Turabian 17.1.4 with its name in italics and the editor(s) identified. If it is part of a series, follow Turabian 17.1.5 with the series name not italicized; including the series editor(s), if identified, is optional. For signed articles in Bible and theological dictionaries, treat as a component part in a book (Turabian 17.1.8, example at the top of p. 178); for unsigned articles follow the instructions for lesser known works in Turabian 17.5.3 since evangelical biblical and theological reference works are not well known outside conservative scholarship. The following list shows how to cite some of the more frequently used sources as footnotes (N) & bibliography (B) entries (NP and BP show the patterns):

Dictionary or encyclopedia w/ signed articles (e.g., NBD)

NP: Author, “article,” *Reference Book Title*, edition (Place: Publisher, date), p#.

N: F. H. Palmer, “Truth,” in *New Bible Dictionary*, ed. I. Howard Marshall, A. R. Millard, J. I. Packer, and Donald J. Wiseman., 3rd ed. (Leicester, England; Downers Grove, IL: InterVarsity, 1996), 1213.

BP: Editor(s), *Reference Book Title*. Edition. Place: Publisher, date.

B: Marshall, I. Howard, A. R. Millard, J. I. Packer and Donald J. Wiseman , eds. *New Bible Dictionary*. 3rd ed. Leicester, England; Downers Grove, IL: InterVarsity, 1996.

---

<sup>65</sup> *The Life Application Bible: New Living Translation*, 2nd ed. (Wheaton, IL: Tyndale House, 2004).

Dictionary or encyclopedia w/ unsigned articles (e.g., if NBD articles were unsigned)

NP: Editor(s), *Reference Book Title*, edition (Place: Publisher, date), s.v. "article."

N: I. Howard Marshall et al., eds. *New Bible Dictionary*, 3rd ed. (Leicester, England; Downers Grove, IL: InterVarsity, 1996), s.v. "Truth."

BP: Editor(s), *Reference Book Title*. Edition. Place: Publisher, date.

B: Marshall, I. Howard, A. R. Millard, J. I. Packer and Donald J. Wiseman, eds. *New Bible Dictionary*. 3rd ed. Leicester, England; Downers Grove, IL: InterVarsity, 1996.

*Note: For both the signed and the unsigned articles above, author &/or article title*

*information is only put in the footnote. The bibliography entry lists the book, not the article.*

Multivolume commentary w/ individually authored volumes (e.g., WBC)

NP: Author, *Volume Title*, vol. #, of the *Multivolume Set Title*, ed. name(s) (Place: Publisher, date), p#.

N: F. F. Bruce, *1 and 2 Thessalonians*, vol. 45 of the *Word Biblical Commentary*, ed. Bruce M. Metzger, David A. Hubbard, and Glenn W. Barker (Dallas: Word, 1982), 143.

BP: Author, *Volume Title*. Vol. #, of the *Multivolume Set Title*, edited by name(s). Place: Publisher, date.

B: Bruce, F. F. *1 and 2 Thessalonians*. Vol. 45 of the *Word Biblical Commentary*, edited by Bruce M. Metzger, David A. Hubbard, and Glenn W. Barker. Dallas: Word, 1982.

Multivolume commentary w/ individually authored sections in each volume (e.g., EBC)

NP: Author, "Book Title," in *Volume Title*, vol. #, of the *Multivolume Set Title*, ed. name(s) (Place: Publisher, date), p#.

N: A. Skevington Wood, "Ephesians," in *Ephesians through Philemon*, vol. 11 of *The Expositor's Bible Commentary*, ed. Frank E. Gaebelein, (Grand Rapids: Zondervan, 1978), 65.


























BP: Author, "Book Title," In. *Volume Title*. Vol. #, of the *Multivolume Set Title*, edited by name(s). Place: Publisher, date.

B: Wood, A. Skevington. "Ephesians." In *Ephesians through Philemon*. Vol. 11 of *The Expositor's Bible Commentary*, edited by Frank E. Gaebelein. Grand Rapids: Zondervan, 1978.

### Proofreading Marks

In correcting written papers, instructors may use the proofreading symbols in table 4.<sup>66</sup>

Table 4. Proofreading symbols

ACTION	SYMBOL	EXAMPLE
Delete something	 or  or 	take <del>it</del> out
Close up space		print as <u>one</u> word
Delete and close up space	 or 	close up
Delete a word or phrase		Please use the <del>hind</del> front door.
Move to another place		We <u>only</u> have one child.
Insert something	 or  or 	insert here <i>something</i>
Insert a space		Insert a space
Space evenly		space evenly  where indicated 
Add a comma		Stop and then move on. 
Insert a colon	 or 	There are four ways (1) is to 
Insert a semi-colon	 or  or 	We is little hope but we need to try 
Insert a question mark		

<sup>66</sup> Adapted and with downloaded content from: *The Chicago Manual of Style*, 100; Merriam-Webster Online, "Proofreaders Marks," <http://www.merriam-webster.com/mw/table/proofrea.htm>; Laurie McIntosh, "Goof Proofing Your Writing" Business Training Works, <http://www.businesstrainingworks.com/Onsite%20Training%20Web/Free%20Articles/05%20Proofreading%20Marks%20-%20Free%20Article.html>; "Proofreaders' Marks," The Writing Tutor and Michele R. Acosta, [http://www.thewritingtutor.biz/quick\\_reference\\_guides/proofmarks.php](http://www.thewritingtutor.biz/quick_reference_guides/proofmarks.php); "Proofreaders' Marks," International Paper Knowledge Center, <http://glossary.ippaper.com/default.asp?req=knowledge/article/10>; S. Hacker, "Proof-reading Symbols," Ralph Allen School VCE ICT, 2003, [http://www.ralphallen.org/vce%20ict/proffreading\\_symbols.htm](http://www.ralphallen.org/vce%20ict/proffreading_symbols.htm) [sic]; and, Jon Drinnon, "Proofreading Check Mark Symbols," Jon's English Site, [http://jonsenglishsite.info/check\\_mark\\_symbols.htm](http://jonsenglishsite.info/check_mark_symbols.htm) (all websites accessed 22 July 2008).

Table 4. continued

ACTION	SYMBOL	EXAMPLE
Insert an exclamation mark	!/	
Insert a hyphen	= or -/ or  or /H/	= multicolored (-> multi-colored)
Insert an en dash	 or <u>en</u> or /N/	en 1965-72 (-> 1965-72)
Insert an em dash	 or <u>em</u> or /M/	em      em Now-at last!-we can. (Now—at last!—we can.)
Add apostrophe		 They're going with us.
Insert quotation marks	  or  	  He said, Hey, watch out!
Add superscript	✓	 as in $\pi r^2$
Add subscript	^	 as in H <sub>2</sub> O
Add period	⊙	 Listen to this What do you think?
Add parentheses	(/)	(      ) Now at last we know. [Now (at last) we know.]
Keep what was original	<i>stet</i> or -----	let marked <del>text</del> stand as set
Transpose letters, words, or groups	tr or 	change /order/ the
Begin a new paragraph	¶	
No paragraph	No¶	
Join together; no paragraph indention		This sentence should  not have been broken
Indent here	—>	
Center words	] [	]These words need to be centered.[

Table 4. continued

ACTION	SYMBOL	EXAMPLE
Move to the left	[ or ←	[The words need to be flush left.
Move to the right	] or →	These words need to be flush right.]
Awkward word, phrase, expression, or sentence	awk	
Use capital letters	cap	Cap They are part of the asean alliance.
Do not use capital letters	nc	nc He went West.
Use small capital letters	sm cap or sc	sc The town fell in a.d. 1410.
Citation problem	cit	
Double-space	ds	
Flush left	fl	
Flush right	fr	
Sentence fragment	frag	
Use italics	ital	ital The abbreviation for this is op. cit.
Use lowercase letters	lc	lc They ran out of the room SCREAMING at her.
No such word	nsw	nsw They gave a krigle to her.
Question to writer	OK/?	
Passive	pass	pass This plan is delayed.
Undesirable repetition	rep	rep rep He was really amazed that it really happened.
Check spelling or no abbreviation	sp or	sp There is no way this manover is going to work.
Single-space	ss	

Table 4. continued

ACTION	SYMBOL	EXAMPLE
Subject-verb agreement	s-v	s-v They all is going to the dance.
Verb form	vf	vf The men had ate several pieces.
Poor word choice	wc	wc They smacked into the car.
Wrong word	ww	ww The computer misfunctioned.
Wrong font	wf	wf <b>This is a nice way to write in Asia.</b>

### Conclusion

This part of the guide provides basic information on how to do course papers at IGSL. It has covered paper components and layout, the issue of academic integrity as it applies to plagiarism, suggestions on how to avoid common writing errors, and the marks instructors may use in correcting papers. After the bibliography on the next two pages, Part II will build on this basic information by explaining more advanced features for those in programs that require longer, more detailed works. Of course, even these additions are but a few of the ones used by good writers. Students are encouraged to look at other helpful resources that touch on additional aspects of the writing process,<sup>67</sup> a process that develops over time and is profitable in many ways for those who actively work on being good at it.

---

<sup>67</sup> Such as: Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995); V. A. Howard and J. H. Barton, *Thinking on Paper* (New York: Quill; William Morrow, 1986); Eloisa P. Ventura, *On Your Own: Doing Research Without Plagiarizing*, the G. E. English Reference Series (Diliman, Quezon City, Philippines: University of the Philippines, 1999); Henry A. Virkler, *A Christian's Guide to Critical Thinking* (Nashville: Thomas Nelson, 1993); Anthony Weston, *A Rulebook for Arguments*, 2nd ed. (Indianapolis, IN: Hackett, 1992); and, William Zinsser, *On Writing Well: The Classic Guide to Writing Nonfiction*, 6th ed., rev. and updated (New York: HarperPerennial, 1998).



Entries are indented 0.5 inch and separated from other entries by 1 blank line. The first line is outdented to the margin.

## Bibliography

Alexander, Patrick H., John F. Kutsko, James D. Ernest, Shirley A. Decker-Lucke, and David L. Petersen, eds. *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody, MA: Hendrickson, 1999.

“Avoiding Plagiarism.” OWL Online Writing Lab, Purdue University. [http://owl.english.purdue.edu/handouts/print/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html) (accessed 8 July 2004).

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago: University of Chicago Press, 1995.

Brown, Colin, ed., *The New International Dictionary of New Testament Theology*, vol. 1: A-F. Translated with additions and revisions, from the German *Theologisches Begriffslexikon zum Neuen Testament*. Edited by Lothar Goenen, Erich Beyreuther and Hans Bietenhard. Companion volume to *The New International Dictionary of the Christian Church* (Wuppertal, Germany: Theologischer Verlag Rolf Brockhaus, 1967, 1969, 1971; Grand Rapids: Zondervan, 1975).

*The Chicago Manual Style of Writing: The Essential Guide for Writers, Editors, and Publishers*. 16th ed. Chicago: University of Chicago Press, 2010.

Drinnon, Jon. “Proofreading Check Mark Symbols.” Jon’s English Site. [http://jonsenglishsite.info/check\\_mark\\_symbols.htm](http://jonsenglishsite.info/check_mark_symbols.htm) (accessed 22 July 2008).

Hacker, S. “Proof-reading Symbols.” Ralph Allen School VCE ICT, 2003. [http://www.ralphallen.org/vce%20ict/proffreading\\_symbols.htm](http://www.ralphallen.org/vce%20ict/proffreading_symbols.htm) [sic] (accessed 22 July 2008).

Howard, V. A. and J. H. Barton. *Thinking on Paper*. New York: Quill; William Morrow, 1986.

“Journal of the Evangelical Theological Society: Instructions for Contributors,” *Journal of the Evangelical Theological Society* 44, no. 1 (March 2001): 153-77.

McIntosh, Laurie. “Goof Proofing Your Writing.” Business Training Works. <http://www.businesstrainingworks.com/Onsite%20Training%20Web/Free%20Articles/05%20Proofreading%20Marks%20-%20Free%20Article.html> (accessed 22 July 2008).

“Proofreaders’ Marks.” The Writing Tutor and Michele R. Acosta. [http://www.thewritingtutor.biz/quick\\_reference\\_guides/proofmarks.php](http://www.thewritingtutor.biz/quick_reference_guides/proofmarks.php) (accessed 22 July 2008).

“Proofreaders’ Marks.” International Paper Knowledge Center. <http://glossary.ippaper.com/default.asp?req=knowledge/article/10> (accessed 22 July 2008).

“Student Handbook,” International Graduate School of Leadership, Quezon City, Philippines.

Strunk, William, Jr. *Elements of Style*. With revisions, an introduction, and a chapter on writing by E. B. White. 4th ed. Boston: Allyn and Bacon, 2000.

- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff. Chicago: University of Chicago Press, 2007.
- Ventura, Eloisa P. *On Your Own: Doing Research Without Plagiarizing*. The G. E. English Reference Series. Diliman, Quezon City, Philippines: University of the Philippines, 1999.
- Virkler, Henry A. *A Christian's Guide to Critical Thinking*. Nashville: Thomas Nelson, 1993.
- Vyhmeister, Nancy Jean. *Quality Research Papers for Students of Religion and Theology: Your Indispensable Guide to Writing*. Grand Rapids: Zondervan, 2001.
- "What is plagiarism?" Georgetown University Honor Council. Washington, D.C.: Georgetown University, 1999. [http:// www.georgetown.edu/honor/plagiarism.html](http://www.georgetown.edu/honor/plagiarism.html) (accessed 8 July 2004).
- Watters, Ronald E. "The Atonement of Christ." Class notes. International Graduate School of Theology, Quezon City, Philippines; Trimester 1, SY2009-10.
- . If the previous author had written another article or book, it would have been placed here with a blank line replacing their names.
- Weston, Anthony. *A Rulebook for Arguments*. 2nd ed. Indianapolis, IN: Hackett, 1992.
- Woodruff, Mike and Steve Moore. "An Honest Sermon," *Leadership* (Winter 2003): 34-34, 36.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. 6th ed. Rev. and updated. New York: HarperPerennial, 1998.

## PART II

### ADVANCED FORMATTING

[THESIS, DISSERTATION, OR PROJECT TITLE AND  
SUB-TITLE: INVERTED PYRAMID STYLE]

**Every page of signed &  
professionally bound  
copies must use approved  
acid free paper.**

This page has a 1.5 inch left  
margin & 1 inch top, right, &  
bottom margins.

by

[Full Name]

Place "by" on the 1st line  
below 3 inches from the top of  
the page.

[Undergraduate Degree, School, Year]

[1st Graduate Degree, School, Year]

[Additional degrees on separate lines]

A [THESIS / DISSERTATION / PROJECT]

Place the manuscript  
type on the 1st line  
below 6 inches from  
the top of the page.

Submitted to the faculty  
in partial fulfillment of  
the requirements for the degree of  
[DEGREE PROGRAM]

at the

International Graduate School of Leadership  
Quezon City, Philippines

Place the submission  
info on the 1st line  
below 7 inches from  
the top of the page.

[Month Year]

Place the submission date on the  
line above the bottom margin.

Accepted:

\_\_\_\_\_  
[name] First Reader / Committee Chairperson

\_\_\_\_\_  
[name] Second Reader

\_\_\_\_\_  
[name] Third Reader

\_\_\_\_\_  
[name] Program Director

Place “Accepted” on the 1st line below the top margin. Place 2-inch long signature lines 24 points below the line of print above it. If a third reader is not included, replace it with the Program Director’s line.



## *ABSTRACT*

[Write a 1-2 page abstract summarizing the thesis or dissertation]

To [person or group] who [reason using  
single-spaced text centered  
on the page]



## CONTENTS

PART I. BASIC FORMATTING .....	1
Introduction.....	1
Designing Academic Papers .....	2
Paper Components .....	2
Paper Layout & Printing .....	3
Second-Level Headings: Shaped as an Inverted Pyramid .....	6
Maintaining Academic Integrity in Writing .....	7
Plagiarism Defined and Its Various Types Identified.....	7
Why People Plagiarize.....	11
Why Plagiarism Is Wrong.....	11
How to Avoid Plagiarism.....	12
Proper Quotation.....	12
Proper Citation.....	14
Avoiding Common Errors on Papers .....	18
Grammar and Punctuation .....	18
Quotations.....	19
Footnotes and the Bibliography or Reference List .....	20
Biblical and Theological Content .....	23
Proofreading Marks .....	30
Conclusion .....	33
Bibliography .....	34

PART II. ADVANCED FORMATTING .....	35
Tables .....	viii
Acknowledgements .....	ix
Chapter 2. Advanced Formatting for Master of Theology and Doctoral Students .....	46
Changes in Formatting for Multi-Chapter Papers Theses, Dissertations, and Projects .....	46
Other Changes for All ThM and Doctoral Papers, Theses, Dissertations, and Projects .....	49
Chapter 3. Helps in Using Microsoft Word to Format Papers.....	53
Getting the Title Page Right .....	54
Getting Page Numbers Right .....	55
Setting a Short Continuation Separator.....	56
Final Comment.....	56
Appendix Formatting Checklist.....	58

Double-space between headings but  
single space within an individual heading

## TABLES

Table 1. Abbreviations of the Books in the Bible.....	24
Table 2. Hebrew transliteration.....	26
Table 3. Greek transliteration .....	27
Table 4. Proofreading symbols .....	30

## *ACKNOWLEDGEMENTS*

I wish to thank the following people who have helped make this study possible.

[state individuals and reasons why]

## Chapter Two

### Advanced Formatting for Master of Theology and Doctoral Students

This part of the guide gives information on advanced formatting required for ThM and doctoral students, which MA and MDiv students may also use.<sup>68</sup> All other aspects of advanced formatting remain the same as stated in Part 1.

#### *Changes in Formatting for Multi-Chapter Papers Theses, Dissertations, and Projects*

Make these changes when submitting a paper, thesis, dissertation, or major project that has more than one chapter:

- A. When it will need binding, increase the left margin to 1.5 inches on all pages.
- B. Put front matter page numbers in small Roman numerals. Put body text and back matter page numbers in Arabic numerals with continuous numbering from the beginning of the first chapter to the last page of the bibliography.<sup>69</sup>

**Wrong!** Restart footnote numbering in each chapter.

---

<sup>68</sup> Palatino is a good choice for those who want something nicer than Courier New but who do not want to spend as much money on ink or paper as when using Times New Roman.

<sup>69</sup> Because the location and type of page numbers varies, it may be best to divide a front matter file into differently formatted sections when using Microsoft Word – the first section containing the title, copyright, signature approval (called the submission page in Turabian), dedication, and/or epigraph pages without any page numbers visible; the second section containing the rest of the front matter elements with small Roman numeral page numbers manually set so they begin with the proper number counting the title page as page “i”; and, the third and following sections having the main body text and back matter with Arabic page numbers starting with page number “1.”

C. Include the specific front matter, body text chapters, and back matter elements in the paper in the order listed in Turabian, sec. A.2. and follow Turabian's requirements except for the following changes:<sup>70</sup>

1. In a thesis, dissertation, or doctoral project:
  - a. Place content on the title page in the following way:
    - (1) Do not have any line for the title and sub-title on the title page more than 4.5 inches wide.
    - (2) Put "by" three (3.0) inches below the top margin (four [4.0] inches from the top of the page). Place one blank line before your name as the author; and another blank line between your and academic information. If you have more than one degree, list each degree on separate single-spaced lines on right below the other.
    - (3) State the type of paper in capital letters (e.g., "A THESIS") six (6.0) inches below the top margin (seven [7.0] inches from the top of the page).
    - (4) Separate class information from the type of paper by three blank intervening lines.

---

<sup>70</sup> See the examples in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed., rev. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff (Chicago: University of Chicago Press, 2007), 387. Some example pages are given beginning with the first page of Part 2 of this guide.

- (5) State the degree program for the thesis, dissertation, or doctoral project in capital letters.
- (6) Put the location of the school and date of submission on two single-spaced lines above the bottom margin.
- b. Include a copyright page; it is not optional.
- c. Include an abstract page; it is also not optional.
- d. A dedication page is optional. Start the first line two (2.0) inches below the top margin, and use centered, single-spaced text in inverted-pyramid style with no line longer than 4.5 inches. Do not put a page number on it.
- e. An epigraph page is optional. If included, place the first line two (2.0) inches below the top margin.
- f. Print two (2) signed copies for binding using 80 gsm (80 g/m<sup>2</sup>) weight approved acid free or “buffered” paper<sup>71</sup> to become part of the school library’s holdings. Print additional copies for personal use.
- g. Provide the Office of Academic Affairs with a pdf electronic file for archiving and future printings or distribution.

---

<sup>71</sup> Use one of these brands available at National Bookstore: *Hard Copy* (preferred), *Paper One*, *Best Buy*, *HP Everyday*, or *Double A Premium*. These have been checked to verify they are acid free. Other papers may say “acid free” but independent checking has shown some are not labeled correctly. The local 80 gsm weight is also sometimes marked as 80 g/m<sup>2</sup>; it is the nearest equivalent to 20 lb. weight required by Turabian, *Manual for Writers*, 408.

2. Above the introductory comment and the first-level heading on the first page of each chapter, include the word “Chapter” plus the appropriate Arabic or spelled number (without including a colon) followed by the chapter title in inverted-pyramid style.
- D. Be sure to follow these requirements for footnotes:
1. Footnote numbering restarts with 1 at the beginning of each chapter or section of back matter. Unlike page numbers, they are not continuous throughout the thesis, dissertation, or project.
  2. Full citation of each book occurs for the first reference in each chapter.<sup>72</sup>

*Other Changes for All ThM and Doctoral Papers,  
Theses, Dissertations, and Projects*

Make these other changes in formatting all ThM and doctoral papers, whether multi-chapter or not.

- A. Use “p.” or “pp.” to indicate page numbers only in the body text or explanation notes. Do not use them in footnote citations, bibliographic references, or parenthetical references.
- B. Continuous footnotes have short line separating it from body text just like non-continuous ones.

---

<sup>72</sup> For example, as if Part 1 had been the first chapter in this guide, full citation for Turabian is both in Footnote #1 of Part 1 and in Chapter 2 footnote #2 of Part 2.



C. Follow this example for block quotations that included significant footnotes

in them as part of the quote:

Separate the main part of the block text and the footnote of the block text by a one (1.0) inch separator line made by connecting dashes or em dashes together, or by drawing it. Manually insert the footnote number in both parts of the block quotation as superscript text.<sup>15</sup> Place the automatic footnote number at the end of the quoted footnote.

---

<sup>15</sup> That is, do not use the automatic footnote function as part of the actual quoted text but only at the end of all quoted material like any other block quotation.<sup>73</sup>

- D. In body text, especially when introducing quotations by a person, usually state just the person's family name rather than the first name (which is not scholarly) or their full name (which is unnecessary in the body text because the full name is in the footnote citation).<sup>74</sup> However, do include the first name or initials of a person when using only the family name can lead to confusion with another well-known individual who has the same family name.<sup>75</sup>
- E. Use Arabic numerals for volume numbers of journals, books, magazines, dates, etc. even if the source used Roman numerals.

---

<sup>73</sup> This is the automated footnote related to the footnote number that was placed at the end of the quoted text. Cite here the source of the entire quotation.

<sup>74</sup> For example, see the reference to the quote by Turabian on page 9 in Part 1 of this guide.

<sup>75</sup> For example, it is hard to know whether a reference to "Wesley" means Charles or John Wesley if it does not include either the first name (John Wesley) or the first initial (C. Wesley).

- F. Use American English spelling, rather than British English.
- G. Set off introductory phrases with a comma (e.g., “If possible, I would do it.”).
- H. In research papers, reword sentences to avoid the use of the first and second personal pronouns (singular or plural) unless needed to communicate personal experience that would not easily be understood as such.
- I. Do not start a sentence with an abbreviation or with a non-capitalized foreign language word when there are capital letters that exist in that foreign language (e.g., Greek or Latin have capital letters but Hebrew does not).
- J. Avoid using coordinating conjunctions (and, but, or nor, for, so, yet) at the beginning of sentences. Either retain the conjunction but place it after a semi-colon (“like this; and, like this”), or begin a new sentence without using it.
- K. Avoid ending a sentence, phrase, or clause with a preposition (It is improper to say, “Who are you doing it for?” Rather, it should be reworded to say “For whom are you doing it?”).
- L. Use “that” and “which” properly.<sup>76</sup>
- M. Use “will” and “would” properly.<sup>77</sup>

---

<sup>76</sup> “That” is not set off by commas; “which” often is (William Strunk, Jr., *Elements of Style*, with Revisions, an Introduction, and a Chapter on Writing by E. B. White, 4th ed. [Boston: Allyn and Bacon, 2000], 59).

<sup>77</sup> “Will” is future action, whether repeated or not; “would” is repeated past action (Strunk and White, *Elements of Style*, 58, 64-65).

- N. Avoid contractions (e.g., don't or didn't) in formal writing unless a person being quoted used a contraction.
- O. Understand proper use of punctuation, especially when to use semi-colons instead of commas, and parentheses or dashes to set off side or clarifying comments.<sup>78</sup> In a series of three or more component, put a comma before the final component (e.g.: one, two, and three).
- P. Put commas and periods in front of quotation marks (like "this,") even when a footnote number is included (like "this."<sup>1</sup>). Other punctuation marks go outside quotation marks unless they are part of the quotation.
- Q. Avoid hyphenation at the end of lines unless it is part of a word.
- R. Separate the individual periods in ellipsis, with one intervening space (like this . . . ) rather than using the word processor's automatic ellipsis function, which puts the periods too close together (like this ...). In addition, include appropriate punctuation at the beginning or at the end of the ellipsis where it is part of the quotation.
- S. Separate multiple initials in a name with one blank space between them (e.g., "D. A. Carson, not "D.A. Carson").

---

<sup>78</sup> For some strange reason, Courier New font em dashes are not much longer than the regular dash. Therefore, when inserting an em dash in Courier New font text, use the Times New Romans font for the em dash so it looks longer than a regular dash.

T. Be consistent in how verb tenses are used in references to source material. In a reference to a biblical text, decide whether a verb should be past tense or present tense: use the past tense for things prescriptive or descriptive in the past but neither prescriptive nor descriptive now; use the present for things prescriptive in, or descriptive of, the present. For example:

*Past tense (describing what happened historically):*

"Scripture commanded the Jews to . . ."

*Present tense (explaining what is applicable today):*

"Scripture commands God's people to . . ."

Apply the same principle to decide whether a verb in a reference to a non-biblical text should be past tense or present tense: use the past tense when stating what an author said in the past that does not continue today; use the present tense when stating what an author said in the past that is still relevant today. For example:

*Past tense (stated in the past & applicable then):*

"[author] showed/said/stated/commented . . ."

*Present tense (stated in the past but still applicable now):*

"[author] shows/says/states/comments . . ."

## Chapter Three

### Helps in Using Microsoft Word to Format Papers

The following information gives guidance on how to use Microsoft Word.<sup>1</sup> While some aspects of the menu system have changed in newer versions, these instructions should provide enough help to accomplish formatting in any version since 2000.

#### *Getting the Title Page Right*

To get the correct title page inch settings, follow these steps:

1. Click the "Show/Hide" button on the standard toolbar to reveal paragraph marks, and highlight any on the title page.

2. Go to the Format|Paragraph menu.

3. In the "Line Spacing" settings, set all lines to "Exactly" and the "At" setting to "12 pt"; then click the "OK" button. Now one inch should be exactly six

**Wrong!** Be sure to change the list numbers, footnote numbers, & page numbers to match the font type for the body text.

---

<sup>1</sup> The Courier New font, which looks more like text made on a typewriter than either Times New Romans or Palatino, uses less ink per font character than the other two fonts. However, its characters are all evenly spaced so each word takes more space than those in the other fonts; therefore, there are fewer words per page and it requires more paper to print documents. Be sure to also change the font of the list numbers (for example, the ones on this and the next page are incorrectly still set as Times New Roman).

lines of text; so, if you hit the "Enter" key six times, your text will move down the page exactly one inch. Put the required information on the exact lines where needed.

### *Getting Page Numbers Right*

Follow these steps in each new chapter or element of back matter to add, format, or change page numbers:

1. Click the Show/Hide button on the standard toolbar to reveal paragraph marks.
2. Double-click in the footer of the first page.
3. Click the paragraph mark and center the text.
4. Click the "insert page number" from the header/footer toolbar.
5. Delete all other paragraph marks so the only one in the footer has the page number with it.
6. Highlight the footnote number and right click on it.
7. Select "Format Page Number" in the menu.
8. Format the options as needed, and close the menu.
9. Highlight the footnote number and format the font & paragraph as needed.
10. To place the page number above the one inch bottom margin, set the paragraph to "Exactly" 12 points, and

set spacing to 12 points before the paragraph and 36 points after it.

### *Setting a Short Continuation Separator*

To change the long footnote separator line to the shorter one, follow these steps:

1. Click "Draft" or "Normal" view (the name of this view varies in different versions).
2. Open the "Footnotes" window.
3. In the footnote window, click on the dropdown box, then click on "Footnote Separator."
4. Highlight the short separator line (do not highlight the hidden paragraph mark at the end of the line) and copy it to the memory (Ctrl + C).
5. In the footnote window, click on the dropdown box, then click on "Footnote Continuation Separator"
6. Highlight the long separator line (do not highlight the hidden paragraph mark at the end) and replace it with the short line in the memory (Ctrl + V).
7. Close the footnote window.

### *Final Comment*

Though it takes time to do things properly, it takes more time to go back and correct them, both for the writer

and for the readers who have to check and approve work more than one time. Therefore, take the time to look in the index of Turabian, the Chicago manual,<sup>2</sup> and Vyhmeister<sup>3</sup> for various issues not addressed in this guide. If they do not address particular issues, contact the Library research and format assistant for help or the Office of Academic Affairs (OAA). Also give OAA suggestions for issues to include in future editions of this guide.

---

<sup>2</sup> *The Chicago Manual Style of Writing: The Essential Guide for Writers, Editors, and Publishers*. 16th ed. (Chicago: University of Chicago Press, 2010).

<sup>3</sup> Nancy Jean Vyhmeister, *Quality Research Papers for Students of Religion and Theology: Your Indispensable Guide to Writing* (Grand Rapids: Zondervan, 2001).



## Appendix

### Formatting Checklist

The following list does not cover all components required for formatting in this guide and the other formatting resources (e.g., Turabian), but it does provide a way of checking the more common ones and encouraging checking other ones. Before submitting papers, theses, dissertations, or doctoral projects, all students should check the items in the left column; but those required to use or wanting to use advanced formatting should also check the items in the right column.

<i>Requirements for All Students</i>	<i>Additional or Superseding Requirements for ThM &amp; Doctoral</i>
<ul style="list-style-type: none"><li><input type="checkbox"/> Plain, white, good quality, 8.5 x 11 inch paper is used.</li><li><input type="checkbox"/> Good quality, black ink printing is used on every page.</li></ul>	<i>Thesis, dissertation, or project final drafts:</i> <ul style="list-style-type: none"><li><input type="checkbox"/> 80 gsm (80 g/m<sup>2</sup>) weight approved acid free or “buffered” paper stock is used.</li><li><input type="checkbox"/> Every page is clean &amp; ready for reproduction &amp; binding.</li><li><input type="checkbox"/> The approval page for each copy for binding is signed.</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> All margins are 1.0 inches.</li><li><input type="checkbox"/> One of the authorized fonts &amp; sizes is used on the title page &amp; all other pages including footnotes, page numbers, tables, charts, etc.</li><li><input type="checkbox"/> Hebrew, Greek, &amp;/or other foreign language fonts do not increase the space between lines of text.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> The left margin is 1.5 inches in theses, dissertations, &amp; doctoral projects.</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> The title page includes proper information in the right locations.</li><li><input type="checkbox"/> There is a blank sheet after the title page in class papers.</li><li><input type="checkbox"/> Page numbers are at the bottom center of each page unless the optional style is used.</li><li><input type="checkbox"/> There is one blank line between page numbers &amp; body text or notes.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Additional front matter &amp; back matter are included in the proper order.</li><li><input type="checkbox"/> In front matter, the page numbers for the location of items in contents, tables, charts, etc. is flush right.</li><li><input type="checkbox"/> Page numbers are continuous in all parts of the paper w/ small case Roman numeral in front matter &amp; Arabic numerals on all other pages.</li></ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> All body text (including notes) is flush left &amp; non-justified.</li> <li><input type="checkbox"/> The first line of all paragraphs is indented 0.5 inches.</li> <li><input type="checkbox"/> There are no widow or orphan lines including before or after headings.</li> <li><input type="checkbox"/> Blank space is minimized on all but the final pages of the paper &amp; the bibliography or reference list.</li> </ul>	
<p><i>Proper headings</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All 1st, 3rd, &amp; 5th level headings are consistently styled as either italics, bold, or underlined (choose one style for all).</li> <li><input type="checkbox"/> All 2nd, &amp; 4th level headings are consistently NOT styled as italics, bold, or underlined.</li> <li><input type="checkbox"/> All 1st &amp; 2nd level headings are centered &amp; inverted pyramid style with no line longer than the maximum allowed.</li> <li><input type="checkbox"/> All 3rd, 4th, &amp; 5th level headings are flush left.</li> <li><input type="checkbox"/> There are two blank lines before headings.</li> <li><input type="checkbox"/> There is one blank line after 1<sup>st</sup> through 4th level headings.</li> </ul>	<p><i>Proper front matter, chapter, &amp; back matter section titles</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Titles are directly below the top margin.</li> <li><input type="checkbox"/> Chapter &amp; appendix titles are inverted pyramid style.</li> <li><input type="checkbox"/> Chapter numbers are consistently put in Arabic numerals or spelled out, including in the Table of Contents.</li> <li><input type="checkbox"/> There are two blank lines below all titles and the following body text.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Words, punctuation, &amp; grammar have been checked using a grammar &amp; spelling checker set to graduate-level standards.</li> <li><input type="checkbox"/> Ellipsis has one blank space between each period ( . . . not ... )</li> <li><input type="checkbox"/> No number sits at the end of a line to separate it from a word that follows it.</li> <li><input type="checkbox"/> Proper abbreviations are used for books of the Bible &amp; the longer or shorter abbreviation form is used consistently.</li> <li><input type="checkbox"/> States, provinces, and countries (except for those in the USA) are identified for publishers in cities that are not well-known; &amp; proper abbreviations are used for states in the U.S.A. or provinces in Canada.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quotation marks are arranged American style (“ ‘ ’ ”).</li> <li><input type="checkbox"/> Only commas and periods that are not part of the quotation are put inside quotation marks.</li> <li><input type="checkbox"/> Use of the first person is avoided unless necessary.</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ALL borrowed material is cited properly w/ “ ” marks around exact words used even if those words are part of a paraphrase or summary.</b></li> <li><input type="checkbox"/> All cited sources are included in the bibliography or reference list unless not required by Turabian (e.g., newspaper articles).</li> <li><input type="checkbox"/> The 1st line in bibliography or reference list entries is outdented 0.5 inches.</li> <li><input type="checkbox"/> All required material for the type of source is included in the bibliographic or reference list entry (esp. inclusive page numbers for book chapters and journal articles).</li> <li><input type="checkbox"/> Block quotations are indented 0.5 inches from the left margin w/ the first line of indented another 0.5 inches if the quote includes the beginning of a paragraph in the copied text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sources are cited in full the first time they are used in each chapter or appendix.</li> <li><input type="checkbox"/> Page numbers in citations do not include “p.” or “pp.”</li> <li><input type="checkbox"/> Roman numerals in the original source are changed to Arabic numerals in citations.</li> <li><input type="checkbox"/> Footnotes start w/ #1 in each chapter.</li> <li><input type="checkbox"/> There is no “Ibid.” at the top footnote on a page.</li> <li><input type="checkbox"/> “Ibid.” ends w/ a period, not a comma; but, there is a comma after the period for any “ibid.” that contains page numbers.</li> <li><input type="checkbox"/> “Ibid.” is not capitalized except at the beginning of a footnote.</li> <li><input type="checkbox"/> A period is at the end of all footnotes and bibliographic entries.</li> </ul>
<p><i>For bibliographic style citation:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Superscript footnote numbers are used in the body text.</li> <li><input type="checkbox"/> There is a 2.0-inch divider line above footnotes (including for continuation notes).</li> <li><input type="checkbox"/> Superscript or non-superscript numbers are used consistently throughout footnotes or endnotes of the paper.</li> <li><input type="checkbox"/> The first line of notes is indented 0.5 inches.</li> <li><input type="checkbox"/> There is one blank line between notes.</li> <li><input type="checkbox"/> All required material for the type of source is included in the note.</li> <li><input type="checkbox"/> Short forms (author family name &amp; source shortened title) are used for subsequent references; “ibid.” always has a period.</li> </ul>	